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Message from the Editors

Hello from TOJCAM

TOJCAM welcomes you… We are happy to inform you that the first issue of TOJCAM has been published. "The Online Journal of Communication and Media (TOJCAM)" is an online journal for scientists and academics who are in communication and media field. TOJCAM promotes the development and dissemination of theoretical knowledge conceptual research and professional knowledge. TOJCAM diffuses the scientific knowledge and researches among academicians and lead to development in academia.

The Online Journal of Communication and Media, AECT, Governors State University, Sakarya University, Ohio University and other international universities will organize International Trends and Issues in Communication and Media Conference (ITICAM-2015) between September 02-04, 2015 in Saint Petersburg, Rusia (www.iticam.net). ITICAM series is an international communication and media activity for academics, teachers and educators. This conference is now a well-known communication and media event.

TOJCAM is interested in academic articles on the issues of communication and media. These articles will help researchers to increase the quality of both theory and practice in the field of communication and media.

I am always honored to be the editor in chief of TOJCAM. Many persons gave their valuable contributions for this issue. Without the authors TOJCAM would of course have been impossible. I would like to sincerely thank all of authors for sharing their articles.

Thank you...

Call for Papers

TOJCAM invites article contributions. Submitted articles should be about all aspects of communication and media. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJCAM.
For any suggestions and comments on the international online journal TOJCAM, please do not hesitate to fill out the comments & suggestion form.

January 01, 2015

Editor-in-Chief,
Prof. Dr. Aytekin İŞMAN
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BRAND LOYALTY ON CONVENIENCE GOODS

(Case of Tea Product)

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ABSTRACT
The companies in the highly competitive market conditions focused on retaining the existing customers and obtaining new loyal customers to be successful. For this reason the factors affecting brand loyalty and the key points about creating and developing loyal customers attracting the attention of marketers.
This study determines the factors of brand loyalty preference convenience goods and also examined the impact of these factor on brand loyalty A survey was conducted by face-to-face interviews with 114 housewives. The hypotheses of the study were tested by regression, analyses. The findings indicate that perceived product quality is affecting brand loyalty through brand image and brand satisfaction

INTRODUCTION

The history of tea, whose country of origin is China, dates back to 2700 BC. It is known that tea was initially used by Chinese Buddhist monks (bonzes) to resist sleep. It was introduced first to Japan and then to Europe in 17th century and then rapidly spread to the whole world. Tea cultivation was initiated in Turkey after 1917. According to the annual data of 2012, 53% of total tea purchase belongs to ÇAYKUR (state-owned General Directorate of Tea Enterprises) and 47% to private sector(Yazıcı, 2012: 76). Bulk tea forms 95% of the tea market and teabag forms 5%. The tea market can be separated into 3 categories: bulk tea, teabag and herbal& fruit tea.

Although tea is consumed all over the world as hot or cold, flavored or plain, it is planted for commercial purposes only in nearly 30 countries. The annual production of processed tea in the world is approximately 4.5 million tons (Yazıcı, 2012: 89). Tea has a potential of 18 billion $ in the world. Turkey ranks at 5th in tea production in the world (235 thousand tons). Tea is the 2nd most consumed beveragein Turkey after water with a daily consumption of 245 million cups. This means that 96% of Turkey's population drinks tea every day, making the annual per capita tea consumption 1250 cups (Üstün, 2012: 29). According to the 2011 Nielsen data, the tea market has reached a size of approximately 1.5 billion TL.

CONCEPTUAL FRAMEWORK

Perceived Quality:Quality is an intangible concept which is found elusive even by customers. A Japanese proverb says that "quality is doing everything right at the first attempt, quality is zero error".While Crosby defines quality as "conformity to the needs", Garvin refers to the errors occurred while and after production for measuring quality(Parasuraman et al., 1985). "Perceived quality", a result of comparing the customer expectations before purchasing a product and the experience gained after purchasing it, is defined as the direction and degree of the difference between customer expectations and perceived performance (Seyran, 2004). Garvin (1984) expressed that quality is perceived differently based on product, user, production and value.

Brand Image: Image includes symbolic meanings which help customers to easily define any supply (product, firm, institution, place, etc) (Padgett and Allen,1997).From this aspect, it can be described as a body of perceptions (Keller, 1993). Brand image is defined as a set of evocations and features which consumers attribute to the brand (Biel, 1993:71)

The image gives the brand its perceived personality by customers. Brand image is one of the major concepts traditionally related with brand. Brand image consists of perceptions of a brand based on the evocations on the memory of consumers (Keller, 1993:3). It is observed that in practice brand loyalty is handledonly in terms of satisfaction. In fact, there is a close relationship between brand loyalty and satisfaction level, quality and brand image. From this point of view, two hypotheses have been developed below.

Customer Satisfaction: Firms should strive for retaining customers in order to survive in the market. The main conditions of customer retention are such factors as knowing customers, giving close attention to them, listening to them, developing new strategies having regard to the feedbacks, comments, suggestions and complaints of customers, designing products and services in line with customer requests and expectations, attaching importance to sale and after sale services(ErgundaandTuncer 2007: 9). A firm with satisfied customers will be able to compete more easily than its competitors, because it is easier to retain a customer whose expectations about a product or service have been satisfied.

Brand Loyalty: The most important factor underlying brand loyalty is customer satisfaction. Satisfied customers keep on purchasing and become loyal customers in time. Theoretical and experimental studies indicate that the main factor of ensuring customer loyalty is customer satisfaction.

In literature, the concept of customer loyalty can be defined in different ways. Oliver (1993) describes customer loyalty as customers' preference to continue purchasing the products and services that they are accustomed to despite all marketing efforts and negative situations which can change their choices and as customers' commitment to being customer of that firm and that service over and over again.

A firm with satisfied customers will be able to compete more easily with its competitors, because it is easier to retain a customer whose expectations about a product or service have been satisfied (Avcıkurt andKöroğlu, 2006: 6).

METHODOLOGY

Research Objective

This study examines the impact of perceived quality of a product on loyalty and customer evaluation process. It deals with the interactions between perceived quality and customer satisfaction & brand image and with the power of these interactions to determine the loyalty behavior in the final phase. In the research, the tea product of Çaykur has been chosen out of convenience goods as its purchase frequency is high.

Sampling

The sampling group of the research is mainly consisted of the women living in Van.The survey questions have been addressed to housewives preferring Çaykur tea, which is the leading brand in the sector, as in the Anatolian family structure it is wives who have a say in grocery shopping, take purchasing decisions about brands and take responsibility of brewing tea at home.

Method, Model and Scale

The data necessary for this study have been acquired by means of face to face survey with 114 female customers. The surveys were conducted in 3 markets in 3 socio-economicallydifferent regions of the city. Tea and cake were served in the stands set up for making the surveys conducted more easily.

The survey form is composed of 2 parts. There are 24 expressions aimed at measuring product quality, brand satisfaction, brand image, and brand loyalty in the first part. The second part involves questions for determining demographic characteristics. There are no studies about the quality of tea in the literature. Therefore, the study of Açan and Erdil (2008) was viewed on this matter. We used the studies of Fullerton (2005) and Lau and Lee (1999) to measure the brand satisfaction variable and the studies of Fullerton (2005) and Odin (2001) to measure the brand loyalty variable. The scales of Haubl and Hamson (2008) were utilized in order to measure the brand image variable. The 24 expressions forming the scale were prepared in line with the 5 point Likert scale.

The model designed for this research is presented in the Figure-1.

Figure 1: Research model
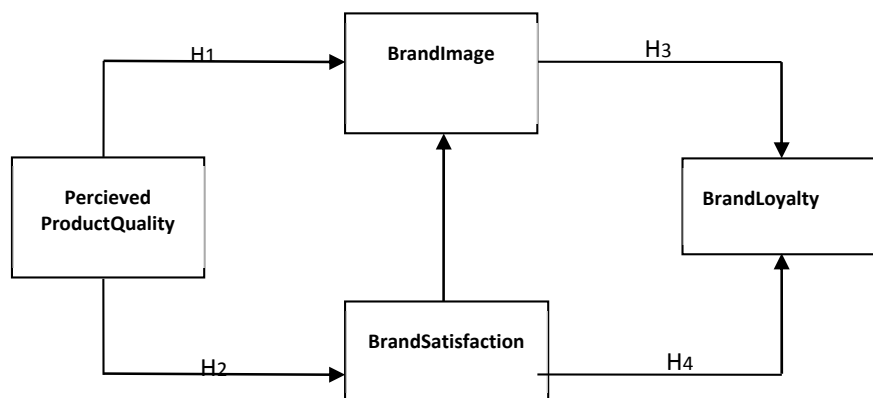
The model deals with the impact of product quality on customer satisfaction and brand image and then with the total impact of these variables on loyalty.

The hypotheses of the research are as follows:

H₁: There is a positive relationship between perceived product quality and brand image.
H₂: There is a positive relationship between perceived product quality and brand satisfaction.
H₃: There is a positive relationship between brand image and brand loyalty.
H₄: There is a positive relationship between brand satisfaction and brand loyalty.

Research Constraints

There are three important constraints which should be taken into account while interpreting the consequences of this study.

The first constraint is that the research was done in the city of Van. As the sampling group of the research does not have the quality to represent all of Turkey, the results cannot become country-wide. Extending the research to different cities will enable the results to become generalized.

The second one is that although the survey questions are clear and coherent, they might have been hardly understood correctly by the participants as 80 % of them holds primary and high school education degree.

Thirdly, female participants of the survey do not have economic freedom although they have a say in brand decision process and the families in the region sometimes face dilemma during the purchasing decision phase due to unemployment and income fluctuations.

Analysis and Findings

DemographicCharacteristics

The age distribution of 114 women in the sampling group (Table-2) is as follows: 48.2% at the age group of 21-30 and 41.2% at the age group of 31-40. The participants at the age of 20 and below and the participants at the age of 41 and above constitute together 10 % of the total number.

When we glance at the income distribution of the participants, it is seen that the ones with an income below 1000 TL form 27.2 % of the sampling, the ones with an income between 1001-1500 TL form 58.8 % and the ones with an income above 1501 TL form 14 %.

When we review the educational background of the participants, it is seen that 7.9 % of them are graduated from elementary schools, 23.7 % from secondary schools, 52.6 % from high schools and 15.8 % from universities and graduate schools. 58.8 % of the participants are married and 41.2 % single.

Reliability Analysis of the Scale

The survey consists of the scale questions previously developed whose reliability and validity have been tested. In order to determine the reliability of the expressions in the scale, the Cronbach Alpha coefficient of internal consistency was measured. If the Cronbach Alpha coefficient of internal consistency ranges between 0.80 and 1.00, the scale will be accepted to be highly reliable (Özdamar, 2004: 633). Table-1 provides the Cronbach Alpha coefficients belonging to each factor in the reliability test. As a result of the analysis, it can be asserted that each factor in the scale is highly reliable.

Table-1: Reliability Figures of Scales

Ölçülen Değişkenler	Güvenirlilik Değerli (Cronbach Alpha)
PercievedProduct Quality	0.861
Brand Image	0.894
BrandSatisfaction	0.873
BrandLoyalty	0.920

Hypothesis Testsand Regression AnalysisResults

In order to test the hypotheses developed for examining the relations among the variables in the research model, the findingswere put to regression analysis. Univariate and multivariate regression analyses were used to explain brand loyalty. Before performing the regression analysis, attention was paid to the possibility that there could be violations which would reduce the reliability of analysis results. When the relation among the independent variables of the research model is examined, it is observed that there are significant correlations among several variables, but they don't measure upto arouse concern for regression analysis. Although not shown as a table, correlation statistics put forward that there is no multiple correlation. The biggest value of variance inflation factor (VIF) in the model has been found to be 3.487. When considering that this value should be below 10 (Hair vd, 1998, Gujarati, 1995), it is possible to state that there is not a problem of multiple correlation among the independent variables in the model. This study also scrutinizes Status Index, another criterion of multiple correlations. It is seen that the biggest value of Status Index is very lower than its 15 values found by Hair vd. (1998) (d.i: 8.543).

Multiple regression and simple regression analyses were conducted within the scope of the model in order to examine the relations between brand loyalty and the variables of brand image, customer satisfaction and product quality. Table-2 presents the simple regression analysis done for testing the H_1 hypothesis which is set forth within the framework of the research model developed for this study.

H₁: There is a positive relationship between product quality and brand image.

Table-2: Relationship between Product Quality and Brand Image

	Dependentvariable (Brand Image)			
Independent Variables PQ	β	Sig	Adj R²	F
	.756*	0.001 556		140.510

*Correlation is significant at 0.001 level

Table-2 presents the regression analysis done for testing the H_1 hypothesis which is set forth within the framework of the research model. As the F value is found to be 140.510 and the p value (sig.) to be 0.000 as a result of the analysis, the regression model has been found statistically significant and the H_1 hypothesis has been acknowledged. Accordingly, it is observed that product quality contributes to the creation of brand image. 56% of the changes in brand image depend on perceived product quality.

H₂: There is a positive relationship between product quality and brand satisfaction.

Table-3: Relationship between Product Quality and Brand Satisfaction

	Dependentvariable (BS)			
Independent Variables	β	Sig	Adj R²	F
PQ	.784*	0.000 614		140.510

*Correlation is significant at 0.000 level

Table-3 presents the regression analysis done for testing the H_2 hypothesis which is set forth within the framework of the research model. As the F value is found to be 140.510 and the p value (sig.) to be 0.000 as a result of the analysis, the regression model developed is statistically significant. In other words, as product quality increases, brand satisfaction perceived by customers enhances. This factor in question has a significant determinative effect on brand satisfaction. Perceived product quality explains brand satisfaction at the rate of 61%.

H3: There is a positive relationship between brand image and brand loyalty.
H₄: There is a positive relationship between brand satisfaction and brand loyalty.

Table-4: Relationship between Brand Satisfaction & Brand Image and Brand Loyalty

IndependentVariables	β	Sig.	Adjusted R²	F
	DependentVariable (BL)			
BS	.478	0.000	0.704	131.700
BI	475			

*Correlation is significant at 0.000 level

The F value is found to be 131.700 (Table-4) and statistically significant as a result of the analysis. According to the regression model developed, it is statistically possible to estimate brand loyalty by means of brand image and brand satisfaction. Within this framework, the H_3 and H_4 hypotheses have been acknowledged. These factors in question have a significant determinative effect on brand loyalty. It has been determined as a result of the regression analysis that perceived brand satisfaction and brand image explainbrand loyalty at the rate of 70%. On the other hand, the β coefficients in the Table-4 indicate that brand satisfaction has a more powerful impact on brand loyalty than brand image has (Table-4, β= 0.478).

At the end of the regression analyses in the model, all the hypotheses (H1, H2, H3, H4) of the study aimed at determining brand loyalty have been acknowledged.

CONCLUSION

This study lays emphasis on the role of perceived product quality in the creation of customer loyalty. In this study presenting the research results in detail, 4 different hypotheses developed within the framework of a theoretical model have been tested on female customers. The study has also targeted to receive further information by examining the default relations among several variables in the customer evaluation process. The findings clearly demonstrate that perceived product quality is an important determinant on customer satisfaction and brand image. In addition, both customer satisfaction and brand image are determinative on brand loyalty.

According to the regression analysis, 55% of brand image depends on product quality. Perceived product quality also explains brand satisfaction at a rate of 61%. 65% of brand satisfaction depends on brand image. Brand satisfaction and brand image explainbrand loyalty at a rate of 70%. However it is observed that brand satisfaction has greater impact on brand loyalty than brand image has.

In conclusion, this study, which has been completed in spite of time and technical constraints, infers that for the example of "tea" out of convenience goods, perceived product quality affects first brand satisfaction and brand image and then brand loyalty indirectly. Therefore, a firm aiming loyal customers will be able to ensure brand loyalty by increasing perceived product quality and thereby increasing the brand satisfaction of customers and developing a positive brand image.

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CONTENT CREATION FOR TURKISH LITERATURE COURSES WITHIN THE SCOPE OF MOBILE LEARNING

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ABSTRACT

This study of interdisciplinary research involves the preparation of several selected topics from the Turkish Language and Literature course in secondary schools, prepared by the Ministry of National Education and the Board of Education, whereby the computer assisted 2D and 3D animation and cinematography techniques with the support of visual and audio elements are used. Future samples will be integrated into the interactive whiteboard and tablet computers and the other mobile devices compatible with the technological materials.

One of the aims of the Project conducted by the Ministry of Education, and many other stakeholders, is to contribute to the content pool of Fatih Project and other courses to strengthen the co-operation with the Ministry. Fatih Project of the Ministry of National Education is currently in progress in110 schools with the sixth and ninth grade students. The number of tablets distributed reaches up to a hundred thousand, while the number of interactive whiteboards has exceeded over 100.000. This project is intended to contribute largely to the integration of our country's education system with technology like the Fatih Project. The technological infrastructure to be created will be applicable to all mobile learning content created with this technology.

1. INTRODUCTION

Nowadays, with IT technologies, concepts such as mobile phone, mobile internet and mobile lifestyle have been a part of all our lives. Particularly following the entry of mobile Internet into the practical life, technology developers have begun to create new areas to use it. So, this technology offers us now unlimited possibilities such as internet and wireless communications, voice messaging, video sharing, and video games and a lot more. Users -who were marveling at all these possibilities before- consider them now as ordinary. Even though the use of mobile technologies is relatively new in education area, facilitating learning anywhere and anytime it is giving a new dimension to education.

 In Turkey, Fatih Project is the biggest and most important example of this tendency and orientation as well. In 2012, first Implementations of FATIH project (Act of Technology Improvement & Increasing Opportunities), supported by Ministry of National Education (MEB) started at 52 schools in 17 cities. Within this project, classrooms were equipped with fiber internet connection, interactive whiteboard, multi-functional printer and cameras. Also within the scope of the same project, tablet computers were distributed to students and teachers. So, to be able to serve to the same goal, the main aim of our research project is to offer a sample of practical work of mobile learning.

2. SCOPE AND OBJECTIVES

When we compare mobile learning to other forms of learning and to other learning's activities we see that its differences are extremely important and prominent. The most significant difference is the fact that learners can constantly keep moving. In this respect, the freedom of using and managing time and space is an important factor in terms of learning. To be able to get started, to intervene and to finish learning process at any time and at any place is really a huge freedom for learners. Even though the "Mobile learning" is the name given to learning taking place on a mobile phone or tablet it is perceived by many people also as "portability" feature. Due to this perception, devices that could be used for this purpose and approaches became diversified and more accessible.

For our project that will be partially presented in this study, 9th grade's Turkish Literature course of secondary schools **was** selected. In order to use on interactive whiteboard, tablet and other mobile tools, contents of three selected units in the curriculum of Turkish Language and Literature course of 9th grade will be designed with audio-visual supported 2D and 3D techniques. In this paper, especially the subject that is entitled "the place of fine arts in literature", is chosen as the subject matter of the first sample application. There are nine foreseen skills for this matter Prepared and recommended by the Ministry of National Education for 9th grade.

3. METHOD

Regarding the scope the details of which were given in the introduction, at the outset various scenarios belonging to the sub-titles of the unit chosen were formed in line with the appropriate pedagogical principles and educational attainments. Then, the written and spoken languages of these scenarios were evaluated by the expert linguists and pedagogues and the approved scenarios were prepared as comics.

Another step was that the prepared comics' contents were studied upon to include suitable visual and audio elements in a Z-Book format using computer-aided 2D and 3D animation techniques. At Project completion, the content of the courses will be evaluated via conducting research including pre-test and post-test by applying a survey on the students and will be published as an article.

4. SCENARIO AND CRITERIA

In this study, one of the subjects of Unit 1 with the title « The place of Literature in Fine Arts », which was designated for the 9th grade in the Curriculum of Turkish Literature by the Ministry of National Education and Turkish Education Board was discussed.

Unit 1 is entitled as « Fine Arts and Literature ». It aims to help comprehend the place and value of literature in fine arts and fine arts in a human's life and to compare and contrast literary and non-literary texts. Also, the unit mentions about literature and culture, history and reality interrelations; implicates that language and literature cannot be separated; and points out the relations of literature with the other fields of studies and scientific activities. Instead of sharing theoretical information, it aims to make students gain critical thinking, problem solving, conducting research, interrogating, and creative thinking   skills by means of both individual-based activities and group work activities moving from texts written in these issues. In this unit, with the skills mentioned, students were provided with a number of gains and qualities to examine and assess the texts, then activities were proposed and explanations were given.

The first sub-title of this unit with the name « The Place of Literature in Fine arts », in general terms, includes arts, the classification of arts and fine arts. In this respect, 9 out of 36 goals-gains determined for the Unit 1 were constituted by this sub-title's aims. These are:

The students will be able to;
- define the differences between science and fine arts;
- determine the place of human activities in the fine arts;
- determine according to which criteria the fine arts are classified ;
- explain the features of fine arts;
- determine the importance of fine arts in human life;
- explain the relationship between art and artist with examples;
- separate works of fine art with the didactic and/or beneficiary works;
- describe the place of literature in fine arts;
- explain that literature is a kind of fine arts carried out by language by giving examples from the texts
 (Turkish Education Board, 2011, s. 17)

In the creation of scenario, primarily target gains set for the unit have been significant. Another important factor for the scenario was the age group of the students and their physical, spiritual and mental development characteristics. In this regard, in the course material prepared as a comic were seen 6 students, 3 female and 3 male who discuss the subject of the course by themselves (out of course hours and from time to time outside of school places) meeting the target-gains of the course through dialogues appropriate to their age levels.

Youth age is an age of independence, an age of involvement. The teenager leaves home –the nest- and steers for the life. For them sitting at home is like torture and there occurs an increasing interest in sports. Mass sports environment provides young people with the opportunity to socialize with their peers. They compare themselves with their friends. They feel suspended as they tend to be different from their parents. They would prefer to fill this gap by establishing new relationships and intimacies. They seize the behaviors of their peers, and their appreciation tendencies. They talk slang as the others do. They choose their confidants and fellow sufferers. They give importance to commitment and solidarity within the friends' setting. They voluntarily get exposed to the influence of their friends to keep themselves in the group. They seem to get afraid of falling apart. Meanwhile, even self-contradictory behaviors would be witnessed to adopt themselves.

There occurs a leap in thinking skills. They better understand and use abstract concepts. Their interest areas are expanded and diversified. There starts a trend on the issues related to the profession they will choose the future; there is a tendency to be successful and take steps forward ; and arises increased attention to the social events. Their attitude of disregard or disapproval turns into the criticism and review. Now, they are enthusiastic. They faithfully defend their beliefs, thoughts and feelings. Regardless of the experienced reality, they call for sudden changes in the social order and they have a desire to get inequalities disappear abruptly. They rely on rather simple solutions, and then they can follow pseudo-leaders.

There is an exaggeration of the youth age experienced within exaggerated, extreme, easy, and quick-changing moods and enthusiasms. The youth produce communication arising from and caused by various emotions and situations

changing from anxiety to happiness, from joy to boredom, from anger to abundance. Someone else's sweet and soft look, smile, or a couple of words of praise make him happy. A frown on the face, stiff facial expressions or gestures, traumatic two words of their concerns lead to the depths of despair and anger, and hopelessness. They start to have a feeling of hatred and revenge to the people once they communicate with love and interest. They first get furious, after a while they appreciate and admire. They come closer to the people that they once fear and withdraw.

In the process of identification, the youth attempts to govern the self, in other words attempts to be autonomous. They cut off communication with the home and direct themselves to out world. They would prefer to be with their friends. Getting away from their family members, and being affected by the outsiders start with the relationship with the friends. They make friends who understand, love, and provide them with the support. They make comparisons with the others' clothing, ornaments and behaviors. They learn to behave like them to be with them; they learn to activate their opportunities and skills to make themselves accepted among the others, so they learn self-management.

The impact of friendship groups on youth goes before any other impacts of other groups the youth lives within as a member. Friendship groups which were formed mostly of the members of home, workplace, school, neighborhood have their leaders either by one or two of its members gain prestige, or a celebrity in the living environment or two become a member of that group. The group, gathered around their leader, creates their common goals, expectations, values, principles, and their form of communication.

Considering the age period, the teenagers' temperament characteristics the individual's behavior style and outstanding response format can be classified in three groups:
Easy children: Their mood is generally positive. They create regular habits significantly quickly. They easily adapt themselves to new experiences.
Difficult children: S/he reacts negatively in many cases. They will be rather slow to accept new experiences.
Slow-to-warm-up children: They have a low activity level. They are partially comparably negative. Their mood has low density.
During this period, the peer status is one of the defining points in peer relationships.
Popular children: They are often pointed by their peers and friends as the best friend; they are rarely found aversive by their friends.
Average children: They seem as moderate by their peers also having both positive and negative points with themselves.
Neglected children: They are rarely shown as the best friend, but not included in the aversive children group either.
Rejected children: One rarely shows them as the best friend and they are found aversive by many of their friends.
Controversial children: On one hand they are cited as the best friends, but on the other hand they are aversive children.

Six students are identified by considering the above characteristics of young people, each reflecting a different character. They further discuss the concept of art among themselves in pursuance of the target gains «The Place of Literature in Fine Arts» as the sub-title of Unit 1 is to supposedly refer to.

5. ANIMATION

As mentioned above, the dialogues of 6 students who make discussions and state their opinions on the content of the course constitute the theme of the novel. All of the comics consist of 15 frames each of which includes what is art and what is not, what criteria are used to classify art, how people express themselves via various means, the importance of the equipments and tools used in fine arts, that art is one of the pillars for « existing conditions », that there is great art productions wherever there is human being, that the work of art is unique, and this characteristic of art represents its creator by its various dimensions, and the place of literature in fine arts.

Determining the content for the 9th grade Turkish Literature course in the scope of mobile learning by using 2D and 3D assisted visual and auditory techniques facilitate students to put their focus on the course by the effective use of visual and auditory components, and enable them to use time more effectively. When the course contents are presented in this manner, then they will have visuals and fluidity that will satisfy students in terms of both form and content; keep their motivation high, help them to develop positive attitudes towards the course.

With nearly one hundred year history of comics, which is a fairly new narrative form in that sense, it offers unlimited possibilities for courses as a learning material. As a visual material comic books have a feature of transferring great amount of information in a very short time, it, at the same time, provides a basis for a critical and conscious visual reading. Especially for students with poor reading habits and reading skills, it is a more practical tool to obtain information. In terms of narrative forms, comic strips prove to be a more effective narrative form when compared to other literary genres, and therefore its being utilized as a classroom material is extremely straight forward and simple pragmatically.

Consisting of static, small and individual image panels, comics are both in close relationship with literature as an original text type, and a part of visual media due to its graphic properties as well. Having witnessed countless examples in the world, «Comic Books World Classics», which belong to the classic writers such as Shakespeare, Dostoevsky and Kafka and that they turned into comic books and serially published by NTV broadcast in Turkey, can easily be recognized as an example of convergence and meeting of literature and comic books. In this concept, comics can have the characteristics of a literary text basing on its use. Single image panels are placed in the page in an appropriate form creating a network of interconnected and meaningful narration. Pictures clarify the meaning of the narration a lot more when compared to the written texts and allow for more space to review. Visual perception is realized in a shorter time, occurs unmediated and finds its correspondence at the emotional dimension. There are gaps that need to be filled in the transition from one image to another: the first picture ends, and the second starts yet there is a meaningful gap in terms of narration.

Here the point is that the gap is a narrative gap reader should fill out. The completion process between pictures / images, in other words the setup process of the narrative bonds between the panels is a sort of process that the students should complete by themselves. The prerequisite to be able to do it –just as in literary texts- is the background information and experience horizon of the reader. A comic book reader determines themselves the time of occurrence of events that are needed for each frame. Panels offer readers only certain sections among the story line, and the reader fills in these gaps among these sections and completes the whole story arc by making use of their reservoirs and imagination. Hence, for every reader, there is a different perceptive and receptive dimension.

The adaptation of literary works as comic books has become widespread and has been gradually accepted as a common method in the literary circles. The same method can also be used in the process of transferring the course content to the students at schools. In particular, the texts play a dominant role as the course materials for the Turkish and Literature courses. Thus, benefiting from the comic as a technique as part of developing reading skills will both keep away the course from being monotonous but also contribute to the personal learning environment with a different and innovative approach. The topics can be processed by putting forward various characters in a specific plot in which students can identify themselves, hence information targeted via the course gains will be comprehended more conveniently and effortlessly by the students.

Tuncer states that the use of comics in the lessons have positive effects on the reading habit for it has a rich visual structure, exciting and intriguing fiction; the heroes create sympathy with their positive qualities, they are easily read and finished quickly because of the brevity of the stories, they are easy to get, people prefer comics because they have been read for pleasure (Tuncer , 2007).

In the twenty-first century, its leading role in creating the habit of reading among other attractive media environments (internet, computers, games, TV, and so forth) increases saliently the importance of comics. This study approaches the use of comic books for educational purposes among a great portion of its uses for many other reasons. Through the use of comic books, the perception has been aimed to relieve of the stable ground by being transformed into moving animations and occasionally supporting it with audio content, which results in vivid perception and that the process of reading and gathering information can be turned into a more enjoyable activity for the students.

6. FORESIGHT AND OUTCOMES

The course contents, especially when prepared in light of the ideas proposed in this study, will have a satisfying visual quality and fluidity, keep the motivation high, and help the students improve positive attitudes toward the course. Enabling learning environments in which visual and auditory elements are intensively utilized, it also provides the grounds for permanent learning, enjoyment, and curiosity in learning in place of traditional processes or approaches in gaining information.

Another important dimension of this study is that it suggests activating the students' auditory learning mechanisms and affective behaviors by providing them with rich stimuli in reading. This attempt, if not an approach, will keep student motivation high for the course and success, and provides enrichment in the use of methods and techniques in the learning environment. Today's understanding of education is obliged to offer the innovative approaches to the learners as fast as possible by moving the technological findings into the classroom and learning environments. It also necessitates adapting the course contents according to the requirements of the age essentially keeping abreast of the innovations. This study, with the support of different methods and techniques, has the features of being an example module for a probable future education environment and course content, which also makes the study unique.

This study, last but not the least, contributes to the teachers' professional stance by increasing their interests, knowledge, and skills toward technology, facilitates classroom management, and presents original and comprehensive activity examples in the process of teaching courses.

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CROSS CULTURAL COMMUNICATIONS, PEACE EDUCATION AND DEVELOPMENT IN NIGERIA

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Introduction

Communication, peace and development are inextricably linked concepts that define the direction of societies. In very simple terms, communication fortifies the foundation of peaceful coexistence which facilitates the process of development in a country. Today, development is beyond structural growth and industrialization as enunciated in earlier development theories. It is positively considered as a culturally driven process that promotes the standard of living of a people within the context of their socio-economic and political dynamics. Thus, peaceful coexistence is a foundational prerequisite for development; and lack of it retards the general progress of the individual and the society. A society that lacks the culture of peace does not develop, because culture, popularly seen as the way of life of a people, provides the environment and context for development and assured sustenance (Soola, 2003). For UNESCO (2013), culture "is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs". This assertion establishes the connection between the concepts of communication, education, peace and development. Simply put, culture provides the context for development; without peace, there can be no development; without communication, there can be no education; without education, there can be no collective understanding and appreciation for development in society. Summarily, the concepts are inextricably linked; each one is positively joined to the other.

Communication

Communication is central in human interaction. It is a social process that facilitates exchange of ideas and feelings among and between individuals in societies. Communication takes place at multiple levels and in different forms but all with the goal of transferring meaning from a source to an intended receiver with the hope of a feedback. Communication can be verbal or nonverbal depending on the nature of the interaction. In a broader form, communication:

> includes language as well as nonverbal behaviour, which includes everything from use of sounds (paralanguage), movements (kinesics), space(proxemics), and time (chronemics), to many aspects of material culture (food, clothing, objects, visual design,architecture) and can be understood as the activeaspect of culture. Culture may be understood as themore static, noun form – knowledge, behaviour, language, values, beliefs, and attitudes learned by socialactors through experience from the time they are children.Communication then would be the more active,verb form – the act of transferring cultural knowledge, behaviour, language, values, beliefs, and attitudes fromone generation of social actors to the next (Leeds-Hurwitz, 1989 in UNESCO, 2013).

Communications can take place at the interpersonal, group or international and intercultural levels. But at whatever level, communication involves interaction between individuals who may share similar characteristics or not. In situations where individuals of different cultural backgrounds and different nationalities interact, this is easily categorised as intercultural communications, i.e. individuals with diverse cultures involved in communications across internationally acknowledged boundaries. This leads us to the subject of cross cultural communications or what is easily described as exchange of information or symbols, verbally or symbolically, between and among individuals of diverse cultures but with similar characteristics in the same country. For instance, in a country like Nigeria where there are numerous cultural groups, individuals of different ethnicities are daily involved in cross cultural communications.

Communication takes place at the personal, group or mass society level. At any level, the aim of communication is to exchange information; reduce uncertainty in the mind of the receiver of the message and establish relationships through the process of interaction. Communication is a function of the perceptive process in individuals. In very simple terms, perceptions are the lenses through which we see ourselves, others, our relationship, and the

situations we encounter. As such, perceptions wield an enormous influence over our behaviour. If we perceive something to be in a certain way, even if we are incorrect, in our minds, it is that way, and we often base our behaviour on that perception. Perception greatly influences the way people and societies mould their attitudes and much of their behaviour, and therefore play a major role in the cause of conflict and in the way we deal with it (Weeks, 1992).

Communication becomes a much complex task when it involves people across cultures because of the fact that individuals often view the world through their culturally perceived lenses, thus influencing and shaping their understanding of the world around them. According to Avruch and Black (1993): "...one's own culture provides the "lens" through which we view the world; the "logic"... by which we order it; the "grammar" ... by which it makes sense. In other words, culture is central to what we see, how we make sense of what we see, and how we express ourselves". Of course, there are several other factors that contribute significantly in shaping our style of communication with people outside our cultural groups. Some of these factors are, "our ethnic background, our family, our education, our personalities" (DuPrawand Axner, 2013).

Thus, one can argue that most of the "peacelessness" or violent conflicts that occur in the country are products of poisoned perceptions about one another by individuals within their group settings. This presupposes that addressing the issue of peace and national development must involve targeting the perceptual processes of individuals. Perhaps, it was in realization of this, that over time, Nigeria had evolved specific measures like federalism, state creation, local government administration, introduction of quota system and the National Youth Service Corps (NYSC); and citing of institutions of higher learning and opening up of roads and airports all over the country. Others include: development of national media institutions, building of a telecommunication backbone, opening up of the economy to the private sector and the establishment of federal government agencies in all corners of the country and so on. At the individual level, people engage in series of relationships that cut across ethnic, cultural, religious, economic and political boundaries as manifested in activities like trading/commerce, marriages, educational pursuit, etc (Pate, 2010).

Peace

Peace is the fundamental basis of stability, progress and development. Peace connotes tranquility, psychological consonance, physical and environmental stability and the sustenance of enabling circumstances that guarantee freedom from all sources of individual and societal instability. Individuals and societies pursue peace unendingly, often, with different degrees of attainment. Societies develop in peace, cultures promote peace, religions uphold and cherish peace and individuals prosper in peace. That notwithstanding, there could hardly be a society where total and absolute individual and societal peace exist.

The alternative to peace is chaos, instability, upheavals, violence and in extreme cases, war. But, this is not to suggest that peace simply means the absence of war. Peace can be viewed from different perspectives. Scholars and activists have defined the concept and practice of peace with variations. For instance, the concept could be looked at from the philosophical, sociological, political, religious and even commonsensical perspectives. But from whatever angle, peace is an important element that commands attention from every sector in the society.

Thus, in this paper, our concern is on the role of cross cultural communications and peace education in the building and sustenance of peace for development in multicultural and diverse Nigeria. Without doubt, Nigerians and Nigeria need to strengthen the existing basis of peace in the country to reduce the level of "peacelessness" which tend to defeat, and in some cases, reverse the process of development and unity in the land. But peace in a diverse and multicultural setting like Nigeria does not occur in a vacuum. It must be consciously nurtured based on peace education infused through cross cultural communication amongst and between the peoples of the country

Understanding Peace

There are variations in the understanding and definition of peace. For example, to the philosopher, peace is a natural, God-given state of human existence without the corruptive tendencies of man. For the sociologists, "peace refers to a condition of social harmony in which there are no social antagonisms. In the case of the political science student, peace is "a political condition that makes justice possible." Operationally, Ibeanu (2004) has described peace as a "process involving activities that are directly or indirectly linked to increasing development and reducing conflict, both within specific societies and in the wider international community". The scholar further submits that to understand peace, we should note that it:

- relates to existing conditions, rather than an ideal state or condition;
- is a dynamic process and it is possible to identify the factors that drive it;
- is not a finished condition, or said differently, it is never finished;

- increases and decreases depending on objective socio-economic and political conditions;
- can be measured as it increases or decreases; and
- is not a linear, unidirectional process, instead it is complex and multifaceted

Another scholar defines peace "as the absence of war, fear, conflict, anxiety, suffering and violence and about peaceful coexistence" (Francis, 2004). To him, peace connotes: the absence of war, presence of justice and development; existence of respect and tolerance among and between people; maintaining a balance with the ecosphere and quite importantly, having inner peace and wholeness. Clearly, peace is a requirement for individual and societal existence. The absence of it at any level is not desired, even though several reasons may be adduced to explain the current level of 'peacelessness' being experienced in the country.

Daily, we are bombarded with messages from the mass media on aspects of violence and 'peacelessness' that pervade the society at different levels. Additionally, we are confronted with several forms of 'peacelessness' in interpersonal and intra/inter group relationships. Why do we experience such negative tendencies? Perhaps, that should be seen as a justification for the argument that peace is boundless, timeless and never finished. In Nigeria, we can easily categorize some of the major causes of "unpeaceful" situations at the individual, community and national levels.

The Norwegian Scholar, Johan Galtung (2004) had categorized types of violence relevant to the cause of 'unpeaceful' situations in settings like Nigeria. He said there could be direct violence referring to physical, emotional and psychological violence; structural violence, i.e. deliberate policies and structures that cause human suffering; and cultural violence that manifests in cultural norms and practices that create discrimination, injustice and human suffering. He had also categorized peace into positive and negative peace. Negative peace can be equated to the absence of direct violence, war, fear and conflict at the individual, national, regional and international levels. On the other hand, positive peace connotes the absence of unjust structures, unequal relationships, and presence of justice and inner peace. In Nigeria, while one can say that the country is living generally in peace, it may not however be equally valid to say that the citizens are experiencing positive peace, particularly if we consider the occasional violent outbursts in the communities and cities, deprivations, violations of human rights, violent exchanges in interpersonal relations, high rate of family squabbles, exponential rise in crime rates, etc. On a general note, we can summarize the major causes of "peacelessness" in the country to include:

- poor understanding of individual and collective self-identities by the citizens;
- degeneration of individual and group values;
- poor/inadequate understanding and low respect for the human rights of citizens by individuals and the government;
- prevalence and persistence of poverty, deprivations and other unfulfilled needs; and
- bad governance as manifested in corruption, injustice, failure to deliver services, insecurity, etc.

Peace Education

One of the effective methods for the mainstreaming of peace in the society and indeed promoting the process of peace building is through the instrumentality of formal and informal education. Education is a lifelong learning process for the individual and the community through various socialization avenues. Education equips individuals and communities to respect alternative opinions, live in diverse settings, uphold justice and non-violence, and tolerate, understand, accommodate and feel for each other.

Peace education has varying interpretations depending on background and context. For instance, Raviv et al (1999) explained peace education as an issue of changing mindsets; with the hope of promoting understanding, respect, and tolerance for those considered as enemies. According to Fasokun (2004), peace education in its best form, "attempts to change the individual's perception of the other's collective narrative as seen from the latter's point of view and consequently about one's own social self, as well as come to practically relate less hatefully and more trustingly towards that collective 'other''. From her perspective, Gumut (2004) said peace education is "the deliberate attempt to educate children and adults in the dynamics of conflict and the promotion of peacemaking skills in homes, schools and communities throughout the world, using all the channels and instruments of socialization". She observed that peace education concerns itself with human and social dimensions of peace. It is about the creation, sustenance and management of positive attitudes to peace among and between different levels and segments in the society.

Based on the foregoing, peace education, whether taught formally or mainstreamed informally is about the building and sustenance of positive attitudes and instilling of values and skills coupled with emphasis on elements of peace among the different individuals and segments in the society. Such actions may need to be done in a global

perspective with total contextual relevance to the understanding of the individual. In essence, peace education is expected to yield four interrelated dispositional outcomes: accepting as legitimate the other person's position and its implications; a willingness to critically examine one's own groups' actions toward the other group; willingness to experience and show empathy and trust toward the 'other'; and a disposition to engage in non-violent activities (Fasokun, 2004).

As indicated earlier, the focus of this paper is cross cultural communication, peace education and development in Nigeria. It is essential, therefore, at this point to expand our understanding on the issues at stake by examining the concept of peace building. The United Nations has described peace building as a "complex and lengthy process requiring the establishment of a climate of tolerance and respect for the truth. It encompasses a wide range of political, development, humanitarian and human rights programmes and mechanisms." Indeed, these are all elements that constitute the basis of unity and progress in the country. Therefore, it is necessary for us in Nigeria to strengthen the foundations for our peace building process through the increased inculcation of relevant cross cultural communication skills, attitudes and knowledge to transform stereotypes, expand spaces of understanding, live peacefully with one another and by extension, have a peaceful nation.

Promoting Peace Education in Nigeria

Peace education could be formal or informal. But at whatever level or in whatever context, peace education in Nigeria should be strategically designed for maximum impact. Nigeria needs that to develop effectively through strategic promotion of cross cultural communication competence and peace education by targeting segments of the society in specific ways. For instance, we may have to identify the following segments for effective targeting based on their characteristics, contexts, relevance and possible impact. For each segment, there may be some unique gaps that may be addressed, which over time may yield positive behavioural orientations and collective peace. A rough segmentation may include:

- the individual
- the family
- the community
- socialization institutions – schools, religious bodies, the media, etc
- the government and its institutions
- the country at large

The Individual

The individual Nigerian is the first and the most important target for any peace education. It is often said that the perception of the individual determines his/her state of mind and direct him/her on possible actions to take. Therefore, it is reasonable to start early enough to inculcate the values of peace in the individual within the context of his immediate and distant environments. In doing so, it is important to focus on the individual's sense of worth, his identity, his relationships with other identities, and the nature of his/her diverse environment, gender sensitivity, empathy and a general culture of respect for the other fellow.

Identity understanding by the individual reduces the level of disquiet and anxiety and "point illuminatingly to the positive and constructive importance people tend to attach to a shared sense of history and a sense of affiliation based on this history" (Sen, 2006). Unfortunately, today, many Nigerians, especially the younger elements appear to be poorly informed about the histories of our peoples, talk less of appreciating the dynamics of relationships between the various groups in the country. In fact, the increased individualization among citizens comes with it newer challenges of upholding positive interpersonal relationships. Thus, the foundation of peace building must start at the level of the individual, formally or informally, through the provision "of relevant knowledge that include: cultural self-awareness, cultural other awareness, culture-specific knowledge, culture-general knowledge, sociolinguistic awareness(of such topics as code switching or moving between languages or dialects), the cultural adaptation process, ethnocentrism, ethno relativism, culture shock, and reverse culture shock UNESCO, 2013).

The Family

The family is the "primary vital cell of society". It is the primordial school where human beings learn the 'civilization of love' (Gottschalk, 1997). A critical examination of the institution of the family in the country would reveal that the family system is experiencing considerable stress characterized by squabbles, disputes, deprivations, poverty, divorces, domestic violence, abandonment and other elements of' 'peacelessness' caused by human and environmental factors.

Ideally, the family is the number one informal school for educating the citizens on the virtues of peace. If parents live in peace, teach their children to learn to tolerate, respect diversity, develop interpersonal skills of negotiation, appreciate positive values, uphold the rights of their neighbours, schoolmates, etc, respect superior arguments and be responsible for the consequences of their decisions, coupled with inculcation of the sense of fairness, then we can say that the foundations of peace building are being strengthened in the country. But the question is: to what extent is the family institution undertaking its responsibilities in the present day Nigeria? How hospitable is the environment of the family and the larger society toward peace building in the country? Evidently, the family can be a very useful platform for strengthening the process of cross cultural communications especially noting that many Nigerian settings are multicultural and heterogeneous.

Community Level

The community provides an enlarged setting for the mainstreaming of peace education as the solid foundation for societal peace building in the country. Communities, be them physical or psychological are bound to be diverse on the basis of ideology, ethnicity, religion, economic status, political affiliations, social standing, etc. In such a complex setting, quite often with multicultural characteristics, there are bound to be frictions, caused by misunderstandings, incompatibility of values, competitive access to resources and other such discriminate elements. Therefore, in such a scenario, as we commonly have in Nigeria, it is possible that such disagreements lead to occasional breakdown of peace among individuals and in some cases, the whole community. While it may be foolhardy to assume that there can be no disagreements and conflicts in our communities, it may however be useful to know that there exist community structures that manage such occurrences and facilitate the existence of culture and climate of peace.

A culture of peace interacts with other determinants of social perception and action to promote peace building in the community. In the words of Peng (2012), the knowledge of how culturally different others perceive each other can help us avoid misunderstandings, tolerate and accept differences as well as achieve effective cross-cultural communication. For instance, among the Igbos and the Yorubas, high-pitched voices are used to make emphasis, while it is considered an act of aggression and an insult among the Hausas. Also, the Yorubas use a lot of humour in interactions to get rid of boredom and as a device to ensure the message is understood. However, such communication devices, if attended by non-Yorubas, may appear jeering; considering the laughter and outbursts that could accompany the humourous interjections.

The major instruments for this type of action are generally informal cross cultural communications and societal peace education, with focus on ethics, respect for the rights of others, rejection for violent behaviours, promotion of a sense of debate and desire for the truth. Equally, communities should be encouraged to reject corruption, domesticate processes of negotiation and the downplaying of stereotypes, cultural ethnocentrism and relativism in diverse settings.

Socialization Institutions

Apart from the school system and possibly the family setting, there are other institutions that play critical roles in the informal education of the individual in Nigeria. Few among these are peer groups, religious institutions, the mass media, civil society, work places and similar platforms that provide effective and relaxed avenues for the inculcation of peace education in the society. Such platforms have the latitude to engage in different dimensions of peace education for peace building depending on their areas of focus. Such settings are indeed appropriate for the inculcation of positive attitudes and building of skills on issues of ethics, negotiation, respect for human rights and freedoms, fight against hunger, deprivations and poverty to create a 'peaceful' environment and reduce the sources of "peacelessness."

Religious institutions, for instance, are exceptionally known for the promotion of peace and peace building. The two major religions in Nigeria (Christianity and Islam) are categorical in their promotion of peace even though there have been cases when differences in understanding and interpretation by adherents had led to violent explosions. But a careful understanding of the teachings of the two religions would show that they mean peace, promote peace and seek to build peace in the heart of man and society.

And, considering the attachment of Nigerians to their religions, there is a high chance that faith-based approach, if objectively handled can facilitate the process of bridge building, fence mending, heartwarming and eventually peace building at all levels. Of course, this should be on a continuous process to achieve the desired change in the behaviour of people and sustain the culture of peace. Thus, it is important that the actors in this area are eminently equipped in cross cultural communications for competence.

Equally, the mass media institution is an important pillar in the promotion of peace in the country. One can easily recount instances of peacelessness caused by the actions of the media. Except in very rare circumstances, the

media are generally engaged in cross cultural communications and informal peace education. Here, it can only be suggested that the media be encouraged to reorient their approaches to imbibe the spirit of "peace journalism", a concept that connotes the constructive engagement of "issues of diversity and conflict" as a continuous challenge to humanity (Albert, 2002). Advocates of peace journalism enjoin the media to reflect the dimensions of peace objectives in the content of their outputs through "balanced news coverage, positive education of people about what is going on in the divided society, controlling dangerous rumours and providing a trusted source of information for all…"(Albert, 2002).

Other platforms like the civil society and work places are reliable avenues for continuous mainstreaming of peace education for peace building in the country. Intercultural communication competences empower the participating groups and individuals and enable them to interact with cultural 'others' with a view to bridging differences, defusing conflicts and setting the foundations of peaceful coexistence (UNESCO 2013). What may be desired is for them to have a clear understanding of their expected roles in the enthronement of the culture of peace and rejection of all actions and inactions that undermine peace in the behaviour of individuals and society. To this end, individuals in this sector should be sufficiently equipped in cross cultural communications that would enable them have wider horizons and high empathy levels nationally and internationally.

Government

Government creates the enabling environment for peace to flourish in the society. Equally, government through its policies can undermine peace of individuals and the society at large. Government policies can promote peace, achieve inner contentment for the citizens and in the obverse, government policies and practices can lead to deprivations, disappointments, frustrations and general despondency among the citizens with the general tendency of making them unnecessarily aggressive and peace less. The government at all levels have significant roles in peace education as promoter of the concept, sponsor of the efforts and creator of the enabling environment where rights of citizens are respected, sources of poverty, deprivations and other unfulfilled needs addressed for the inner contentment of the citizens and the building of societal peace, "in a spirit of respect for the values of pluralism, mutual understanding and peace".

Characteristics of Peace Education

From any angle one looks at it, peace education is geared towards peace building with the following characteristics. These are:

- speaking for a purpose;
- listening attentively and reflectively;
- promoting self-esteem, dignity for oneself and respect for the feelings and rights of others;
- speaking about oneself instead of the other person; and
- understanding possible barriers for effective communication and how to diffuse them (Fasokun, 2004)

Strengthening Peace Education and Cross Cultural Communications

Peace education including cross cultural communication is an on-going and life-long learning process. It could be disseminated formally as in the school system or informally at the family or community levels. In the school system, elements of peace education are incorporated and taught as part of existing curriculum of subjects at the different levels. The objectives of peace education in the school system focus on increasing the knowledge of the recipients, helping them to develop positive attitudes and acquire the skills to become competent cross cultural communicators who are peace builders (Gumut, 2004).It is, thus, recommended that school children in the country should be deeply and widely exposed to histories in the country to strengthen their sense of appreciation of the dynamics of existence within the Nigerian landscape. At the informal levels, which offer wider platforms for peace education, the process is multifaceted; less organized but quite effective in the gradual building of peace in the society. This avenue should equally be explored further for peace education and intercultural communications for societal development. Undoubtedly, deliberate steps are necessary to guarantee optimal development in a multicultural setting like Nigeria.

FACEBOOK: LECTURERS' PERSONALITY, CREDIBILITY AND STUDENTS' PERFORMANCES

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ABSTRACT

This paper focuses on how social media precisely Facebookis used as a tool of communication between lecturers and students. Personality of lecturerson Social Network Sites (SNS) effects the academic performances of studentshas been researched, but the focus on credibility calls for further exploration. Hence thispaper presents a conceptual framework to examine how the lecturers'personalityon Facebook challenges their credibility among students' and how it affects the students' performances. The fundamental of Big Five Personality Theory (B5PT) with Communication Privacy Management theory (CPM) and Social Network Theory (SNT)along with the Theory of Performance (ToP) contribute to the conceptual framework incorporating the role of motivation as a moderating factor.

Keywords: Facebook, Lecturers' credibility, Students' performance, personality Big 5 theory, theory of Performance

1. Introduction

Being the most preferred Social Network Site (SNS) Facebook has reached it 1.11billion user as of March 2013 (Statistic Brain.com). From staying connected with family and friends and finding lost friends to business use, now the education industry is using Facebook actively as a mode to serve the students better. Lecturers are using Facebook as a platform to interact and communicate with students. Many university and college lecturers and students see this as a norm to interact that enables them to obtain immediate question and answer session.

By engaging in SNS sites precisely Facebook,one's identity or personality becomes public, therefore what is being seen in the Facebook profile of lecturers and students gives an immediate perception about their lifestyle.This exposure bring both positive and negative towards the lecturer-student relationship. Research has been conducted on lecturers' personality on SNS that affects the academic performance of students, but further exploration is needed, looking at the credibility of the lecturers that actively interact with students via Facebook and how does it differ from offline conversation.

According to Larry D. Rosen (2007), the current student generation are known as 'Net Generation' where their live is active in social media and being able to multitask while studying. Therefore keeping up to this generation lecturers need to be internet savvy and create a convenient and conducive learning environment for students. Besides, exposure of the lecturers'personality becomes the initial stage of motivating factor for students to enhance their performance at school.

Initially Facebook as an online directory for college students for keeping in contact with friends in school require users to have ".edu" address to create profile until the year 2006 and now it became the largest social network site. Therefore the predominance of Facebook indicates the necessity for using them in classroom to continue engaging with students.Lipka (2007) has reported that adults are a fast growing group on *Facebook*, identifying teaching staff from higher education as amongst this group. More specifically, in research conducted for Pearson Education, Tinti-Kane, Seaman & Levy (2010) report that 80% of educators have at least one social network account, that *Facebook* is the most popular of these, and that 30% of the educators use these social networks to communicate with students.

Lewis and Nichols (2012), indicated that overall, students had positive attitudes toward using social media in the classroom, and having experience of using social media to study improved the positive attitudes as well. Besides, faculty members and students might have different perceptions of social media. According to Rolbyer*et al.*(2010) explained students in general were more open to the idea of using Facebook as a study material compared to professors. On a different view, Munoz and Towner (2011), the proponents of Facebook for blended learning, stated that students should not be required to join Facebook pages of instructors because of privacy and other issues that mainly challengelecturers' credibility.

Based on the above issues, this study aims to address the gaps in the literature by presenting a conceptual framework comprising three major variables: lecturers'personality (LP), credibility and students' performances (SP). Rationales behind each relationship backed by fundamental theories, as well as limitations in the past literatures in terms of concept will be discussed in the following section.

2. Conceptual Framework

2.1 Social Network Theory (SNT)

Basically there are two elements in any social network, online or offline: **nodes** and **ties**. Nodes are the elements of the network that "act" - whether they are organizations, small groups, or individuals - and ties are the ways these nodes relate to each other (Gray Miller). In this case Facebook is connecting students and lecturers in an online setting and a face to face communication in an offline environment.

The intensity and importance vary according to variables that can factor into social network theory. The dots in the network come in varying sizes and colours which are connected by lines of deferring in lengths and thicknesses. One of the defining elements of social network theory that differentiates it from other sociological sciences is the weight it gives to the relationships between the nodes, as opposed to the attributes of the nodes themselves. For an example, many has posited that their success has less to do with the degree they earn as compared to making contacts while they were in university. While this is useful to explain many social phenomena, it is also criticized for making the individual seem less able to shape their own destiny - putting the emphasis on a person's place in the network as opposed to their own attributes. (Gray Miller)

Researchers use social network theory to examine families, social groups, companies, organizations, and even countries. In the online world, it is possible to take a broader view of the many ways people meet and connect on the Internet. (Gray Miller)

2.2 The Big 5 Personality Theory (B5PT)

The Big 5 personality (B5PT) consists of Openness, Contentiousness, Extraversion, Agreeableness and Neuroticism (OCEAN). Openness consists of creativity, intellectualism, and preference for novelty. Conscientiousness is reflected in discipline, responsibility, and orderliness. Extraversion is characterized by sociability, energy, and talkativeness. Agreeableness involves warmth, cooperativeness, and helpfulness. Neuroticism is characterized by anxiety, moodiness, and emotional instability (John &Srivastava, 1999; McCrae & Costa, 1997).

In this study, the researcher is interested in testifying lecturers'personality using B5PT and which component in B5PT will best fit the characteristic of a lecturer. Past research indicates conscientious individuals are cautious in their online self-presentation. Neuroticism, agreeableness, and extraversion were positively associated with the tendency to express one's actual self. Neuroticism was positively associated with the expression of ideal and hidden self-aspects. (Gwendolyn Seidman, 2012) Gosling (2003) also mentioned that most people tend to judge a person's personality thru Facebook user's profile. On another note, Feist and Feist, 2009 mentioned that there are no single definition is acceptable to all personality theorists, and that it's a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. Therefore, lecturers seem to be judged by students all the time.

By using Facebook as a medium to interact, both lecturers and students wished to keep their relationships professional, and therefore agreed that being a friend in Facebook is more appropriate once students have graduated. Thus, professors no longer have control over course grades and cannot exhibit any bias towards students. (Danielle Schwager, Jen Scott, &Corie Steinke) and indirectly contribute to maintenances of professionalism. Mazer, Murphy, and Simonds (2007)found that in their research, students were very concerned with faculty professionalism on Facebook and thought that faculty should only disclose appropriate information which doesn't tarnish their image as a faculty.

According to Lipka (2007) faculty can use Facebook to schedule meetings and start new kinds of educational relationships with their students.When Facebook first appeared, the concern was keeping students from posting too much information. Now, administration is seeing an increase in issues regarding professors and staff posting too much information as well. Four years ago, 8% of adults had a profile on a social network, but that number had boomed to 35% (Young, 2009). Students are reacting negatively to professors who share certain kinds of information.

With this, the lecturers' credibility is put to test. If lecturers were to disclose more information and portray a different outlook in online personality as compare to offline personality especially during lecture this will lead to uncertainty of the lecturers' credibility. Students also believed that faculty must look at what they post on Facebook, and how that may affect students' perception of them(Mazer, Murphy, and Simonds (2007)). Although there may be potential for college faculty and staff to have problems due to Facebook with posting or self-disclosure, Young (2009) finds it is critically important to master the Facebook application then to ignore it, being reason that social media plays an important role in education in the new era.

Therefore, the suitable personality for lecturers to be portrait in Facebook would be openness, conscientiousness and agreeableness as compare to extraversion and neuroticism. Each characteristic as mentioned above in the given personality is much suited for a lecturer to uphold their credibility. Nevertheless, students expect their teachers to self-disclose both content-based and relationship-based information to help themlearn (Frymier& Houser, 2000), researchers have found there is a curvilinear relationship between the lecturers' self-disclosure and the degree to which studentsadore them (Sorensen, 1989). This raises the question if student gets comfortable getting to know more about the lecturer or vice versa.

2.3 Credibility

Credibility is a quality of trusted and believable (web dic.com). J.P. Mazer *et al.* cited McCroskey and Teven (1999) on teachers' credibility is the perceived by studentson the level of competence, trustworthiness,and caring. He further added *competence* refers to the extent to which a teacher is perceived toknow what he or she is talking about, *trustworthiness* is the degree to whichthe teacher is perceived as honest and *caring* refers to the extent to which the teacher isperceived to have the students' best interests in mind.

Past research connects credibility with the attribute as mention above. Further it has been tested using Teven and McCroskey's (1997)measure of credibility. The instrument is composed of 18, seven-step semantic-differentialscales, six each for the *competence* (intelligent/unintelligent, inexpert/expert,competent/incompetent, uninformed/informed, bright/stupid, and untrained/trained); *trustworthiness* (untrustworthy/trustworthy, phony/genuine, dishonest/honest, moral/immoral, honorable/dishonorable, unethical/ethical); and *caring* (insensitive/sensitive,cares about me/does not care about me, self-centered/not self-centered,concerned with me/not concerned with me, not understanding/understanding, has myinterests at heart/does not have my interests at heart) dimensions(J.P. Mazer *et al.*).

Therefore the researcher aims to see the correlation between B5PT and credibility and what are the other attribute that makes the connection to credibility of a lecturer.

2.4 Communication Privacy Management (CPM)

Communication Privacy Management theory describes the ways people manage their privacy boundaries and the disclosure of private information. The theory focuses on the processes that people employ to determine when and how they choose to conceal or reveal private information. According to Petronio 2002, privacy and openness are dialectic within various relationship models. She further explains how relationships develop as public and private boundaries are negotiated and coordinated. She demonstrates how individuals regulate revealing and concealing information through communication.(Wikipedia)

For example, Rebecca A. & Angela M. quoted McBride and Wahl(2005) used CPM Theory as an explanatory framework to clarify their findingsregarding teachers' management of classroom disclosures. They found that teachersrevealed private information about their familial relationships, emotions, everydayactivities, and life experiences, but did not share personal disclosures (e.g., salary)or information about negative relationships, sex, or any information they believedcould damage their credibility.

Therefore it is said that lecturerscan manage their information on Facebook and not to publicise their private information.

2.5 Theory of Performance (ToP)

The Theory of Performance (ToP) develops and relates six foundational concepts which is context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors is used to form a framework that can be used to explain performance as well as performance improvements. (Don Elger, 2011)

Generally ToP is used in all performance measurement, from the range of job performance to students studying performance. As for this research, the researcher implies ToP in students' performance and every component in ToP will be measured in accordance to students as the subject. On another note, Wang, Haertel and Walberg (1993) in Beran, Violato, Kline and Frideres, (2009) identified lecturer and student social interaction asimportant in facilitatingstudents'learning.

Past research findings indicates student-teacher communication on Facebook was almost similar to their communication in class; this is to support students' both academically and emotionally and further contribute to their well-being.

Therefore, the researcher would like to see how do lecturers' credibility effects students'' performance overall in the social media world.

2.6 Hypothesized relationship between B5PT, SNT, ToP and CPM

The entire framework is supported by SNT, which connect lecturer and students via social media, Facebook. Past research proposed lecturers have openness, contentiousness and agreeableness via the formation of lecturers' personality using the B5PT. Researcher would like to further test on extraversion and neuroticism and how it will justify the personality of a lecturer. Further CMP theory will be used to manage B5PT and control the level of exposure and maintain privacy of lecturers' personality.

The attributesin B5PT determines the credibility of the lecturer as in how competent, trustworthiness and caring the lecturer is.

P1[abc]: There's positive relationship between lecturers' credibility (competence[a], trustworthiness[b]&caring[c]) and lecturers' personality.

Upon looking at the credibility of the lecturer, students are motivated to perform well in class. The motivation of a student is categorised in three levels as in high, low and medium.

P2: The positive relationship between lecturers' credibility and students' performance is moderates by motivation factor.

P3[abc]: There's positive relationship between lecturers' credibility (competence[a], trustworthiness[b]&caring[c]) andstudents' performance.

Therefore this contributesto the increase of students' performance which is controlled by ToP within six components.

Based on the proposed relationships above, figure 1 represents the working framework of this research.
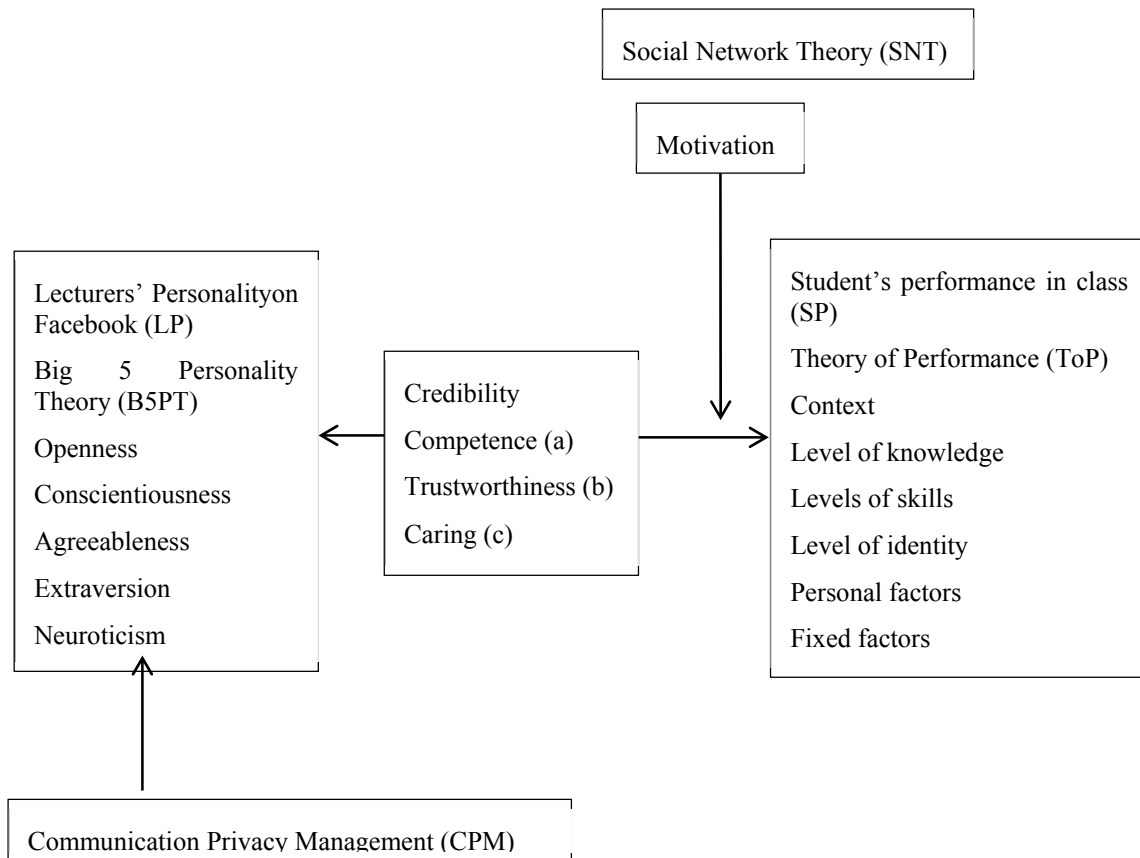
Figure1: Conceptual Model

3. Conclusion

The proposed framework is useful for a better understanding of the implication of lecturers' personality (LP) on SNS especially Facebook that challenges the lecturers' credibility and affects students' performance (SP). Discussion revealed in this paper address the existing knowledge gap in terms of application of the theories for the three major concepts (LP, credibility and SP) in the media communication literature from the social network sites (SNS) perspective. At this point in time, a major limitation of this paper is attributed that the conceptual research model proposed (Figure 1) is yet to be empirically tested. Since the proposed relationship in the research model has not been established in past literatures, this conceptual framework would be beneficial for the enrichment of lecturer-student relationship in an online communication and students' performances literatures. Practically, the outcomes of this research would facilitate online education engagement and enhance a better understanding of education quality.

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HOW CULTURAL DIFFERENCES ARE REFLECTED IN MAGAZINE ADVERTISEMENTS? COMPARISON OF TURKISH, BRITISH AND AMERICAN ADVERTISEMENTS

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ABSTRACT

The world economy has been globalizing since at least twenty years ago therefore global market and advertising have been enormous growth. Many marketing/advertising managers and academicians have hot debate which every market is unigue so global advertising contents especially local cultural differences have been considered carefully. Levitt called for this idea is *global marketing strategies* in 1983.

Some researchers favor localized view in which local managers employ advertising appeal, expression, selecting ad agencies which reflect cultural values are persuasiveness than ignorance them while the others view that standardization of international advertising is executed all over the world.

This paper examines how places cross-cultural advertising by investigating the differences in advertising expressions in print advertisements from the United States, United Kingdom and Turkey. The research method of content analysis was utilized to analyze chosen countries's different cultural values orientation in magazine advertisements. Pollay and the other scholars's cultural values framework have been used for six categories are clustered *domestic, imported, joint venture and not clear* and also how advertising appeals and expression are differences in terms of using Hofstede's individualism and collectivism dimension.

Key Words: Advertising, Cross Cultural Differences, Magazine Advertisement

INTRODUCTION

In recent years global marketing concept becomes important for company which operates common marketing plan in all of the countries. Levitt (1983) pointed out this phenomenon which people -no matter where they live- desire same products and lifestyles. Ritzer (2004) and some authors have claim that globalism results local cultural values lose meanings therefore local marketing advocaters (e.g. Harris 1994; Mueller, 1991) draw attention which localized marketing and advertising are most effective than global marketing. Gregory and Munch (1997) pointed out the existence of cultural diversity in marketplace which depend on similarities and/or differences and different culture's features which affect both the development and acceptance of advertising messages. People have different needs, tradition, values, beliefs, languages, goals, needs, uses of products and way of living.

Cultural values reflected in advertising content have also been widely placed, and conveying them through advertising messages shape consumers' motivations, lifestyles and product choices (Fam, 2007:2). If any advertising expression doesn't take into consideration differences it will be doomed to fail (Zhou and Belk, 2004: 65).

The cultural values reflected in advertising by differently or implementing new values. Pollay (1986) states this famous metaphor is *distorted mirror*. "The mirror is distorted… because advertising reflects only certain attitudes, behaviors and values. It models and reinforces only certain life-styles and philosophies, those that serve seller's interests. It displays those values that are most readily linked to the available products that are easily dramatized in advertisements. Advertising is, therefore, a selective reinforcement of only some behavior and values" (Pollay and Gallagher 1990: 360). Gregory and Munch (1997) state that past studies indicate that message content is depicted of cultural values are more persuasive than inconsistent values emphasizing in advertising (e.g. Han and Shavitt, 1994) and using one of very important dimension of culture in advertising message is individualism and collectivism which developed by Hofstede. Mooij and Hofstede (2010) stated,

> In individualistic cultures, people are I-conscious and self-actualisation is important. Individualistic cultures are universalistic, assuming their values are valid for the whole world. They also are low-context communication cultures with explicit verbal communication. In collectivistic cultures, people are 'we'-

conscious. Their identity is based on the social system to which they belong, and avoiding loss of face is important. Collectivistic cultures are high-context communication cultures, with an indirect style of communication.

Individualism and collectivism may be parallel with how idiocentrics (i.e. emphasize personal goals over ingroup goals) and allocentrics (i.e., emphasize in-group goals over personal goals) respond to persuasion measures. Allocentrics generally respond more favorably to advertising messages that present cultural norms and roles that are consistent with a collectivist (family) orientation than idiocentrics (Gregory and Munch, 1997).

METHOD

In cross cultural advertising researches showed differences in cultural values which include advertising appeal and expression. Scholars investigate comparative study for manifesting cultural differences which have especially used west and east television or printed advertisements.

The primary purpose of this study is to examine the similarities and differences of using cultural values in contemporary American, British and Turkey magazine advertisements. This study also attempts to examine whether cultural values orientation, individualism/collectivism dimension of advertising appeal and advertising expression in American, British and Turkey magazine advertisements. Based on the past research, three research questions are examined for the comparison of American, British and Turkish magazine advertisements:

RQ1: Are there a relationship between individualism/collectivism advertising appeal and advertising expression in contemporary American, British and Turkish magazine advertisements?
RQ2: What are the similarities and differences of using cultural values in contemporary American, British and Turkish magazine advertisements?
RQ3: What are the similarities and differences of manifestation of product category's cultural dimensions in contemporary American, British and Turkish magazine advertisements?

In this study cultural similarities and differences have been used in different advertising practice which is examined content analysis approach. Chen-Hsing Hsu's (2002) coding scale which synthesized both east and west cultural values (American and Taiwanese) therefore it was used (Turkey is also considered east cultural values and individualistic orientation). Synthesizing from the studies 36 cultural values were obtained and codified 'not at all', 'somewhat', and 'very much'. Product origin was classified as 'domestic', 'joint venture', 'imported', and 'not clear'.

At the beginnig of study; five product categories (home design, clothing (accessory), cosmetics, travel services, financial services, mobile were determined in four magazine categories (business, history, women and general interest) then business magazine (Fortune US, UK and TR) and history magazine (US,UK and TR)were inadequate sample advertisements in determined product categories in each counrty' magazine. International magazines, Cosmopolitan (women) and Elle Decoration (general interest), were selected because of popular in US, UK and Turkey issue from American, British and Turkish magazines on December 2013 were considered. Content analysis was used to analyse cultural values, advertising appeal and advertising expression. All chosen advertisements were evaluated once and codified two bilingual coders and data analysed SPSS 15.0.

Cultural values, individualism/collectivism dimension of advertising appeal and advertisement expression were analysed appropriate statistical tool. Descriptive statistics were used to examine the distributions of cultural values manifested in American, British and Turkish magazine advertisements. Research question one, correlation analysis was choosen to manifestation of correlation each other of individualism/collectivism advertising appeal and advertising expression in chosen magazines. Research question two, factor analysis was used for 36 cultural values which classify into several factors were compared of three countries's cultural values depiction in magazine advertisements. Research question three, the independent t-test was used examine whether the manifestation of each cultural value was significantly different in each product category in American, British and Turkish magazine advertisements.

RESULTS

In this study, the sample were 68 Turkish, 43 Britain and 44 American magazine (Elle and Cosmopolitan) advertisements on December 2013. Turkish product categories advertisements; home design (28%), clothes (29,4%), cosmetics (22,1%), travel services (4,4%) and bank service (%1,5), mobile (%1,5). UK product categories advertisements; home design (%25,6), clothes (%9,3), cosmetics (%60,5), mobile (4,7%) and travel services and bank service advertisements haven't placed in magazine. On the other hand in American product categories advertisements; home design (27,3%), clothes (25%), cosmetics (47,7%), mobile (13,6%) advertisements depicted while bank service

and travel services haven't placed in magazine advertisements. The sample of product origins of American magazine advertisements were 'not clear' (7,48%) and 'domestic' (7,04%) product origins were used frequently than 'joint venture' and 'imported'. In British magazine advertisements of product origins consist of 'not clear' (8,6%), 'domestic' (3,87%) and 'imported' (3,87%). The sample of Turkish magazine advertisements of product origins were manifested 'domestic' (19,04%) and 'imported' (17%). The bilingual coders reliabilities were evaluated through the index of Cohen's Cappa. Each cultural value was analysed and achieved high scores: 0,90-1 (As regard Cohen's Kappa Index, 0,90-1 value was known high relialibity score).

To answer research question one, correlation analysis was used to investigate relationship between individualism/collectivism advertising appeal and advertising expression in American, British and Turkish magazine advertisements.

In Turkish magazine advertisements, emphasis on conformity to parents or harmony with others correlates with featuring people in harmony with one another or being together with families culture characteristic (.500, p<.01), concerns about others or support of society associate with showing people working or playing together (.702, p<.01) and featuring people in harmony with one another or being together with families (.893, p<.01). Emphasis on the product benefits to the whole family or social group correlates with featuring a conversation among people (.459, p<.01) and showing people working or playing together (.301, p< .05). Emphasis on self-fulfillment, self-development, or self-realization relates with showing people working or playing together (.-285, p<.05), demonstrating product benefits to an individual consumer (oneself)(.513 p<.01) and featuring a person enjoying being unique or doing something by oneself (.340 p<.01). Collectivist / individualist advertisement appeal and collectivist / individualist expression have positive correlation with each other while individualistic and collectivist culture values were negative correlation with each other in chosen magazines advertisements.

In British magazine advertisements; appeals about family integrity or belonging to a social group correlates with showing people working or playing together (.1000, p<.01). Featuring people in harmony with one another or being together with families associates with emphasis on self-fulfillment, self-development, or self realization (.-366, p<.05). Emphasis on self-fulfillment, self-development, or self-realization has negative correlation with showing people working or playing together (.-366, p<.05). Featuring a conversation among people was associated with appeals about family integrity or belonging to a social group (.699, p<.01). Individualistic and collectivist advertisement expression and appeal usually were manifested mutual both positive and negative correlation in British magazine advertisements.

In American magazine advertisements; emphasize on uniqueness or originality correlates with featuring a person enjoying being unique or doing something by oneself (.415, p<.05). Emphasis on uniqueness or originality associates with featuring a product being very unique (.776, p<.01). Emphasis on self-fulfillment, self-development, or self-realization correlates with featuring a person enjoying being unique or doing something by oneself (.337, p<.05).

In general trend, individualistic advertisement expression was positive correlated with individualistic appeal and collectivist advertisement expression was positive correlated with collectivist advertisement apppeal conversely individualistic advertising appeal and expression were negative associated with collectivist advertising appeal and expression.

Research question two, factor analysis was used to identify the characteristics of the manifestation of cultural values in American, British and Turkish magazine advertisements. In Turkish magazine advertisements, total culture value variance was 73,398% explained by 8 factors:

Factor 1 was loaded quality, technology and safety cultural values which labeled 'technology, quality and safety factor' because, technology evokes confidence and quality in Turkish chosen magazine advertisement. *Factor 2* including youth, modernity and health cultural values which labeled 'physical attractiveness factor' because youth and health are perceived modernity. *Factor 3* was loaded interdependence and loyalty was named 'conformity factor' because conformity is significant collectivist value in society. *Factor 4* was loaded family integrity and filial piety values was labeled 'family relationship factor' because this collectivist factor is important in Turkish society. *Factor 5* consisting of enjoyment, leisure, independence and wealth cultural values which labeled 'independence factor' because appeal of comfort, relaxation, independence which provide to user will make well off. *Factor 6* including tradition and effectiveness was labeled 'tradition effectiveness factor' because maintaning tradion is effectiveness in collectivist society context. *Factor 7* loaded adventure, competition and economy cultural values which named 'economic competition factor' because all products attemp to reflect their uniqueness. *Factor 8* including wisdom and convenience cultural values which labeled 'wisdom and convenience factor' because convenience is important factor for user. When they choose convenient product, feel themselves wisely.

In British magazine advertisements; total culture value variance: 72,763 % was explained by **5 factors**: *Factor 1* loaded loyalty, interdependent, harmony with others and tradition cultural values which named 'interpersonal communication factor' because these values emphasize propriety. *Factor 2* including uniquesness, beauty, modernity and technology which labeled 'modernity factor' because modernity is equal beauty and technologic develoment. *Factor 3* consisting of economic, wisdom, leisure, youth, independance, wealth and convenience labeled 'independance factor' because, confort and relaxion or economic independance are important for user decision. *Factor 4* loaded technology, popularity, safety and quality which named 'popularity and quality factor' because, well known product and branda re perceived high quality. *Factor 5* loaded enjoyment, health and sex cultural values which labeled 'enjoyment factor' because sexy models encourage women to be healthy and take care of themselves in advertisements.

In American magazine advertisements; total culture value variance: 72,724% was explained by **7 factors**: *Factor 1* loaded modernity, beauty, technology, uniquesness and popularity which named 'modernity factor' because these values include modern times. *Factor 2* consisting of safety, youth, quality, wealth, health and wisdom which labeled 'youth and wisdom factor' because, youth and health are features of a role model and quality, safety and wealth cultural values will make of user well off. *Factor 3* including family integrity, filial piety and tradition labeled 'familial integrity factor' because, manifesting of familial appeal are needed in individualistic society for going on familial integrity. *Factor 4* consisting of leisure, social status and independance named 'social status and independance factor' because, a person has depicted higher social status when a product is used and to be relaxed. *Factor 5* loaded convenience and economic cultural values which labeled 'convenience and economic factor' because, daily spending should be thought carefully. *Factor 6* including propriety and loyalty named 'propriety and loyalty factor' because, accepted standards of social behavior and loyalty were manifested in advertisement. *Factor 7* loaded enjoyment and sex labeled 'enjoyment and sex factor' because, beauty models are manifested a role model and encourage women to pursue self expression and self freedom.

Research question 3, independent t-test was used for comparing cultural values differences in product category in chosen magazine advertisements. In Turkish magazine home design advertisement cultural values of beauty (t=4,3 p<.01), modernity (t= 5,2 p<.01), technology (t=4,09 p<.01) were frequently used. Cosmetics advertisements; beauty (t=3,7 p<.01), modernity (t=5,8 p<.01), youth (t=6,3 p<.01), health (t=7,04 p<.01) were mostly manifested cultural values. Travel services advertisement; nature (t=.6,4 p<.01), leisure (t=3,2 p<.01) cultural values are depicted. Mobile advertisement, convenience was most depicted cultural value (t=36,1 p<.01). In British magazine advertisements; home design advertisement, beauty (t= 6,1p<.01), enjoyment (t=5,5p<.01), modernity (t= 3,8 p<.01) and quality (t= 3,7 p<.01) were frequently depicted cultural values. In cosmetics advertisements were manifested cultural values of beauty (t=5,6p<.01), enjoyment (t=3,2 p<.01) and modernity (t=6,1 p<.01). In mobile advertisements; popularity (t=6,2 p<.01) and technology (t=6,5 p<.01) cultural values were used. In American magazine asvertisements, home design advertisements were manifested beauty (t=4,8 p<.01), modernity (t=3,9 p<.01), quality (t=3,7 p<.01), wisdom (t=3,0 p<.01). Cosmetics advertisements; beauty (t=6,0 p<.01), health (t=2,7 p<.01), modernity (t=3,6 p<.01) and youth (t=3,6 p<.01) were frequently depicted cultural values.

CONCLUSION

In a modern world, marketers/advertisers utilize standardised or localied cultural values in advertising practice. Cross cultural differences in advertising expression and appeals are considered frequently because understanding of differences among different cultures have made valuable contributions for evaluating informational and emotional contents.

In this study cross cultural similarities and differences of advertising expression and appeals are examined in Turkish, British and American magazine advertisements. In chosen magazines are manifested similar and difference cultural values. In Turkish magazine advertisements are portrayed 'conformity' and 'familial' values which are known collectivist society features. Morover individual cultural values are also manifested as 'self fullfillment', 'a person enjoying being unique', 'benefits to an individual consumer'. Although Turkish society is known collectivist society structure, findings indicate both collectivist and individualistic cultural orientation. Pollay's distorted mirror metaphor supports this study because, he asserts that advertising reflects certain values and displays selective of some social bahavior and common values which dramatized in advertisements.

In British magazine advertisements haven't included only individualistic advertising expression and appeal, collectivist cultural forms are used for example, IKEA advertisement (ad emphasizes family integrity in which members of family sit around the table). In American magazine advertisements, individualistic cultural values are more emphasized than collectivist ones.

According to correlation analysis, individualistic and collectivist aspects of advertising expression and appeals have indicated that American, British and Turkish magazine advertisements in which individualistic and collectivist advertising expression and appeals are positive relationship between each other hovewer advertising expression and appeals sometimes negative correlation vice versa. Each country' s cultural values are loaded certain factor and labeled.

The results obtained from independent t-test analysis of cultural values are manifested in product categories reveal that there have been interesting differences between Turkish, British and American print advertising. For example, in each of three magazines of home design and cosmetics advertisements are depicted 'beauty' and 'modernity' in the meantime the mobile advertisements in Turkish magazines, 'convenience' cultural value emphasized while British mobile advertisements portrayed 'popularity' and 'technology' cultural values.

This study is conducted two Turkish, two British and two American magazine advertisements therefore it is not generalised. The findings may be helpful for marketers/advertisers for improving advertising campaign in which using standardized or localised cultural values of advertising expression or apppeal.

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